Mu'tah University
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EFL Teachers' Attitudes towards Using Games in Teaching English Vocabularies in Tafila Directorate of Education

By:
Alaa' Muhammad Al-Dawdeah

Supervised by:
Dr. Juma Al-Njadat

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د. أحمد خلف السكارنة		2013/5/8	عضواً
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عميد الدراسات العليا

أ.د. عبدالفتاح خليفات

MUTAH-KARAK-JORDAN
Postal Code: 61710
TEL :03/23/2380-99
Ext. 5328-5330
FAX:03/ 2375694
e-mail: dgs@mutah.edu.jo sedgs@mutah.edu.jo
http://www.mutah.edu.jo/gradest/derasat.htm

مؤته – الكرك – الاردن
الرمز البريدي :61710
تلفون :03/2372380-99
فرعي 5328-5330
فاكس 03/2375694
البريد الالكتروني
الصفحة الالكترونية

Dedication

This work is dedicated to:
My source of love, my mother who strives to see me and my brothers at our best.
My great brother, Mo'men whose love and compassion are beyond description.

Alaa Muhammad Al-Dawodeah

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First and foremost, I thank Allah the Almighty for giving me patience and determination to complete this work in its final shape.

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Alaa Muhammad Al-Dawodeah

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Abstract

EFL Teachers' Attitudes towards Using Games in Teaching English Vocabularies in Tafila Directorate of Education

Alaa Muhammad Al-Dawodeah
Mu'tah University, 2013

The present study is an attempt to investigate the effect of using games in teaching English vocabulary at the basic stage from EFL teachers' point view in primary schools in Tafila Directorate of Education. Moreover, it sheds light on the traditional methods that teachers usually use in teaching vocabulary.

The study sought to answer the following questions:

1. What are EFL teachers' attitudes about the effectiveness of using games in teaching vocabulary to young learners ?
2. What are EFL teachers' attitudes about the disadvantages for using vocabulary games in teaching?
3. What are the difficulties that EFL teachers face in using games in teaching vocabulary?
4. How often do EFL teachers use games in teaching vocabulary?
5. Is there a statistically significant difference in using games in teaching vocabulary due to the teachers' qualification and experience?

The population of this study consisted of all the lower basic grade English language teachers in public schools in Tafila Directorate of Education for the academic year 2012/2013. Teachers' opinions were collected through a 25 items questionnaire that was developed and distributed by the researcher herself. The following results were highlighted:

1.There was a general positive attitude towards using games in teaching similar to those reported in the current literature.

2.In spite of the fact that the vast majority of the subjects tended to agree concerning the significance and effectiveness of using games in teaching English vocabulary, they did not use them as frequently as expected in their classrooms.

In light of the findings of the study, the researcher suggested some recomm- endations among which include preparing a guide book about using games in teaching English vocabulary and distribute it among teachers to encourage them to use more games in their classes.

ملخص

آراء معلمات اللغة الانجليزية حول فعالية استخدام الألعاب في تدريس المفردات الانجليزية في مديرية الطفيلة

آلاء محمد الداوودية

جامعة مؤتة 2013

هدفت هذه الدراسة الى تقصي فعالية استخدام الالعاب في تدريس المفـــردات الانجليزيـــة للطلاب الصغار من وجهة نظر معلمات اللغة الانجليزية في المدارس الحكومية فـــي محافظـــة الطفيلة. إضافة إلى ذلك فان الدراسة تلقي الضوء على الطرق التقليدية التي عادة ما يـــستخدمها المعلمين في تدريس المصطلحات الانجليزية. وتحاول هذه الدراسة الاجابة عن الاسئلة التالية:

1. ماهي اراء المعلمات حول فعالية استخدام الألعاب في تدريس المصطلحات للطلاب الصغار؟
2. ماهي اراء المعلمات حول سلبيات استخدام الالعاب في تدريس المصطلحات الانجليزية؟
3. ماهي الصعوبات التي قد تواجههم عند استخدام هذه الالعاب؟
4. مدى شيوع استخدام الألعاب في تدريس المصطلحات بين المعلمات ؟
5. هل يوجد فروق ذات دلالة احصائية في استخدام الالعـــاب فـــي تـــدريس المـــصطلحات الانجليزية بسبب المؤهل او الخبرة العلمية ؟

تكون مجتمع الدراسة وعينتها من جميع معلمات اللغة الانجليزية للصفوف الاربعة الاساسية الاولى في مدارس مديرية التربية والتعليم لمنطقة الطفيلة للعام الدراسي 2013/2012 وقد قامت الباحثة باعداد وتوزيع استبانة مكونة من 25 فقرة تم عرضـــها علـــى مجموعـــة مـــن المختصين والمعلمين لتحكيمه من حيث المحتوى.

وقد اظهرت النتائج مايلي:

1. هناك اتجاه عام ايجابي عند معلمين اللغة الانجليزية حول استخدام الألعاب في التدريس
2. بالرغم من اجماع الغالبية العظمى من عينة الدراسة حول فعالية استخدام الألعاب فـــي تدريس المصطلحات الانجليزية الا انهم لا يستخدمونها باستمرار كما هو متوقع.

في ضوء نتائج الدراسة هناك مجموعة من التوصيات من بينها: عمل دليل حول استخدام الألعاب التعليمية في تدريس المفردات الانجليزية وتوزيعه على المعلمين لتشجيعهم علـــى استخدام الألعاب بشكل كبير وفعال في الحصص الصفية.

Chapter One
Theoretical Background

1.1 Introduction

In learning a foreign language, vocabulary plays an important role. It is one element that links the four skills of speaking, listening, reading and writing all together. In order to communicate well in a foreign language, students should acquire an adequate number of words and should know how to use them accurately. Richards (1988) states that vocabulary and lexical units are at the heart of learning and communication.

Vocabulary acquisition is increasingly viewed as crucial to language acquisition. Rivers (1983) argues that the acquisition of an adequate vocabulary is essential for successful second language use. Perhaps a little neglected in the past, vocabulary teaching is today a hot topic for many teachers. Long (2000) argues that vocabulary as a field of foreign language teaching did not receive the concern it deserves before the eighties. However, the status of vocabulary has been enhanced as a result of the development of new approaches to language teaching.

Traditionally, vocabulary has not been a particular subject for students to learn, but has been taught within lessons of speaking, listening, reading and writing. Most of the traditional methods in teaching vocabulary tend to focus on individual words or on memorizing a list of new words with their definitions, in that way, they cannot help students to develop language competence but cause them to lose interest in learning English. However, vocabulary learning, like most other learning, must be based on the learner's active engagement, not simply on passive representation of information from text .

Carrington and Elkins (2002) argue that there is a strong correlation between teachers' inappropriate techniques of teaching vocabulary and students problems in using and understanding them. So, in order for vocabulary to be truly learned in long- term memory, teachers should use more effective and creative techniques in teaching vocabulary, and this is what the present study attempted to investigated. It shows how vocabulary games can be put to use in English classes.

Although some English teachers see language games as time consuming or classroom techniques for fun, games have a special role in any foreign language teaching programmer. They have a great pedagogical value providing language teachers with many advantages when they are used in foreign language classes.

Many descriptions were proposed by various researchers about the nature of games. Rixon (1991:3), for example, describes games as " a form of play governed by rules." Likewise, Hadfield (1990:1) describes them as " an activity with rules, a goal and an element of fun." According to

Haycraft (1978: 94), “Games are an agreeable way of getting a class to use its initiative in English.” Toth (1995: 15) defines "a game is an activity with rules, a goal and an element of fun. There are two kinds of games: Competitive games, in which players or teams race to be the first to reach the goal, and co-operative games, in which players or teams work together towards a common goal.”

The review of the studies related to language games indicates that vocabulary
games have become crucially important for English language learners and teachers not only because they provide enjoyment and relaxation, but also as they encourage students to use their language in a creative and communicative manner.

Games stimulate students’ interest in classroom activities. McCallum (1980) suggests that games automatically stimulate student interest, a properly introduced game can be one of the highest motivating techniques. Avedon(1971) further argues that students get very absorbed in the competitive aspects of the games; moreover, they try harder at games than in other courses.

Lewis and Bedson point out “You can use language games to introduce new material, to introduce or practise certain themes, or to relax or energize a class” (1999:6). Celce-Murcia et.al (1979:54) states “ in games, language use takes precedence over language practice, and in this sense games help bring the classroom to the real world”. In addition, games provide means of communication which is very important for students’ development of language. According to Lewis and Bedson:

> **“ playing games is a vital and natural part of growing up and learning. They add variation to a lesson and increase motivation by providing a plausible incentive to use the target language”.** (1999:5).

Moreover, Games create the enjoyment atmosphere that increases the learners’ motivation to learn the language. Lewis (1999) claimes that the use of games in the English classroom is beneficial because students often learn in an unconscious, stress-free atmosphere.

It is important that teachers should not see games as time fillers or tools designed for fun only. Games ought to be at the heart of teaching foreign languages as Lee observes "a game should not be regarded as a marginal activity filling in odd moments when the teacher and class have nothing better to do" (1979:3).

Therefore, the role of games in teaching and learning vocabulary cannot be denied. However, teaching young learners through games requires special effort from the teacher, so in order to achieve the most from vocabulary games, many factors should be taken into account. Deciding which game to use and deciding the time to use games are the main factors in addition to other factors such as the student's age , the material that is to

be introduced (Rixon, 1991 and McCallum, 1980), the role of the teacher as a facilitator (Celce-Murcia, 1979); class organization (McCallum, 1980) and the learning topic.

1.2 Statement of the Problem

There is a strong correlation between teachers' inappropriate techniques of teaching vocabulary and students' problems in using and understanding them . Poor vocabulary is a serious issue for many students in our schools. Part of this depressing problem could be ascribed to the teacher's lack of awareness and knowledge of employing effective techniques for teaching new vocabulary items. Both experience and research show that the sole reliance on the traditional methods does a poor job in teaching vocabulary. The key weakness in all of these practices is the limited or rote interaction students have with the new word.

So, in order for words to be truly learned (in long- term memory), teachers should use more effective and creative techniques in teaching vocabulary as using games. However, many EFL teachers in Tafila schools do not pay attention to vocabulary games, some believe that they have a secondary role in teaching and, thus, use them to fill the last few minutes of the lesson, while others do not use them at all. Few attempts have been made to investigate teachers' attitudes towards using games in teaching vocabulary.

1.3 Significance of the Study

EFL teachers still pay little attention to using appropriate techniques in teaching vocabulary especially at the basic stage and the low level of students' achievement supports such a claim. The importance of this study lies in the assumption that the students' inability to comprehend or deal with the new even known vocabulary is partially attributed to the insufficient and inappropriate teaching strategies and methods; therefore, this study tried to shed lights on the effectiveness of using games in teaching vocabulary at the basic stage.

The findings of the study are hoped to be of use for teachers to gain a new perspective about the effectiveness of using vocabulary games and to draw their attention to the importance of using them in facilitating the teaching/learning process. Moreover, the significance of this study derives from the fact that it is the first study to be conducted In Tafila district in The Hashemite kingdom of Jordan.

1.4 Purpose and Research Questions

This study is an attempt to investigate the effectiveness of using games in teaching English vocabulary to the first, second, third and fourth grades in Tafila Directorate of Education. Also, it attempts to show ESL teachers'

attitudes in Tafila towards using vocabulary games. In addition, it sheds light on the traditional methods in teaching vocabulary and shows the key weakness in them.

More specifically, this study is an attempt to answer the following questions:

1. What are EFL teachers' attitudes about the effectiveness of using games in teaching vocabulary to young learners?
2. What are EFL teachers' attitudes about the disadvantages for using vocabulary games in teaching?
3. What are the difficulties that EFL teachers face in using language games in teaching vocabulary?
4. How often do EFL teachers use games in teaching vocabulary?
5. Is there a statistically significant difference in using games in teaching vocabulary due to the sample's qualification and experience?

1.5 Limitations of the Study

This study is limited to the EFL teachers who teach the basic stage in Tafila Directorate of Education during the second semester of the academic year 2011/1012. In addition, it is limited to the use of games in teaching vocabulary not other levels of language or teaching techniques. It is also limited in its instrument. So the findings of this study are generalizable to this population.

1.6 Definition of Terms

The following terms had the associated meanings wherever appear in this study:

a) **Teaching Strategy:** A well-designed plan or technique in which the teacher tries to achieve a particular purpose or goal to sort out an issue or a problem while teaching an activity (Klippel, 2000).

b) **Vocabulary Teaching:** The process of presenting the meaning of new vocabulary item by using any suitable strategy so that the students can understand the new words (Hatch & Brown, 1995).

c) **Traditional Method:** The method that is used in the classroom where the teacher follow the suggested procedures of the teacher's guide in the teaching/ learning process.

d) **English as a Foreign Language**: A foreign language is a language studied in an environment where it is not the primary vehicle for daily interaction and where input in that language is restricted thus, the main language in the country is not English language.

e) **Visual Aid Strategy:** Using visual aids to represent the main idea of the passage and the relationship between the ideas (Marazano, 2004).

F) **Game**: is a philosophical concept developed by Ludwig Wittgenstein, referring to simple examples of language use and the actions into which the language is woven.

H) **EFL:** is an abbreviation for " English as a foreign language". This is mainly used to talk about students (whose first language is not English) learning English while living in their own country.

Chapter two
Review of Literature

This chapter discusses the following major areas: 1-theoretical framework of vocabulary. 2-relevant studies on using games in teaching vocabulary.

2.1 Theoretical Framework:
2.2.1 Definition of Vocabulary

Vocabulary is knowledge of words and word meanings. Longman dictionary (1995) defines vocabulary as all the words that someone knows, learns or uses. The Oxford Dictionary (2002) defines vocabulary as the body of words used in a particular language or in a particular sphere.

According to the Webster Dictionary (2011), vocabulary is a list or collection of words and phrases usually alphabetically arranged and explained or defined. Hatch and Brown (1995) define vocabulary as a list or set of words for a particular language or a list of words that individual speakers of language might use.

The word "vocabulary" represents a summary of words or their combinations in a particular language. Ur (2000) defines vocabulary as all the words in the foreign language. He remarked that one item of vocabulary can consist of more than one word. For example, *post- office* consists of two words and still expresses one idea. Thornbury (2002) states that vocabulary is largely collection of items.

Knowing vocabulary does not simply refer to an individual's knowledge of the meaning of words. Nation(1990) has divided vocabulary into:

a-Receptive Vocabulary: Knowing a word involves being able to recognize it when it is heard (What does it sound like?) or when it is seen (What does it look like?) and having an expectation of what grammatical pattern the word will occur.

b- Productive Vocabulary: Knowing a word involves being able to pronounce the word, to write and to spell it, to use it in grammatical pattern, to produce synonyms and opposites and to produce words that commonly occur with it.

Jo Ann and Mary (1977) classify vocabulary into two categories:

a. Active vocabulary refers to items that the learner use appropriately in speaking or writing and it is also called as productive vocabulary.

b. Passive vocabulary refers to items that can be recognized and understood in the context of reading or listening and also called as receptive vocabulary.

2.2.2 Techniques in Teaching Vocabulary

Vocabulary learning, like most other learning, must be based on the learner's active engagement in constructing understanding, not simply on

passive representation of information. Mclaughlin (2003) states that there are six main methods for presenting vocabulary in the classroom: pictures translation, gestures, definitions/explanations and situations, and not all methods are suitable for all words.

However, Savignon (2000) states that traditional mnemonic methods of teaching vocabulary in the L2 classroom do not provide the students with sufficient vocabulary knowledge to facilitate effective communicat-tion. For example, many language teachers will simply have the students look up definitions to words in a dictionary. Certainly dictionaries have their place especially during writing, but the act of looking up a word and copying a definition is not likely to result in vocabulary learning, especially if there are long lists of unrelated words to look up and to copy the definitions.

Successful EFL teachers should adopt effective techniques to present new vocabulary items. Rivers (1983) says that vocabulary cannot be taught. It can be presented, explained, included in all kinds of activities and experienced in all manners of associations. She added that teachers can help their students by giving them ideas on how to learn.

Merriam (2002)argues that if L2 teachers know and follow the latest researched strategies to facilitate meaning-vocabulary teaching in L2 classrooms, students will be competent in the L2 more quickly and with greater ease than when the teachers follow traditional strategies of vocabulary teaching.

Freebody (2003) asserts that there are different techniques teachers may use in presenting new vocabulary. The teacher decides which technique to use depending on the age of learners. Marino- va -Todd, Marshall, and Snow (2000) indicate that strategies used to teach children should differ from those used to teach adults. After the teacher chooses what items to teach, Haycraft (1978) suggests following certain guidelines. These include teaching the vocabulary "in spoken form first" to prevent students from pronouncing the words in the form they are written, placing the new items in context. Then, a number of techniques can be adopted to present new vocabulary items.

The presentation of new vocabulary is classified according to verbal and visual techniques. Among the visual techniques we can find pictures, flashcards, posters, wall-pictures,and drawings. Verbal techniques consist of using illustrative situations, descriptions, synonym and antonyms, and using various forms of definition: for example, contextual definitions, and definition by translation.

Pictures are considered one of the most valuable visual aids. Hill (1990) says that pictures bring images of reality into the unnatural world of the language classroom. According to Andrew Wright (1989) a picture is not just an aspect of method but through its representation of place, object,

and people it is an essential part of the overall experience.They contribute to the context in which the language is used. Newton (1995) concludes that pictures may serve to enrich a text in ways which may not be possible with words.

Hill (1990) classifies pictures according to their size into three ‘key’ categories:

1- Large (20x30 cm): useful for whole-class work
2- Medium (10x15 cm): useful for group-work
3- Small (5x5 cm): useful for games and other group-work activities

However, pictures have their limitations too. For example, in teaching vocabulary, pictures are not suitable or sufficient for demonstrating the meaning of all words. It is hard to illustrate the meaning of some words, especially the abstract ones. In addition, students may pay more attention to the pictures than they do to the learned material.

Wall-pictures are another valuable visual material for language classes Wright and Haleem (1996) specifies in their characteristics of wall-pictures that these are often complex pictures, illustrating a scene and containing lots of objects and details. They are big enough to be seen by the whole class and they can be used instantly and repeatedly.

Drawing finds huge potential in teaching languages. Wright(1990: 203) points out that in the first place, simple drawings can possibly substitute other forms of pictures. Children in general love drawing; therefore exercises with drawing are rather popular, especially among young learners. Pupils can relax while doing this calming activity. Wright and Haleem (1996:5) state “it is highly flexible during presentation. Texts and pictures can grow in front of the class, can be erased, added to or substituted quickly.”

Scott and Ytreberg (1993) maintain that this type of activity is particularly useful for checking object vocabulary, prepositions, colors and numbers. It is not so useful for actions, since drawing people doing things is quite difficult for most of us.

Realia consists of actual objects or items which are used in the classroom to illustrate and teach vocabulary or to serve as an aid to facilitate language acquisition and production. It also allows language learners to see, hear, and in some cases touch the objects.

For example, to illustrate and to teach young learners vocabulary for animals, clothing and fruit teachers use actual objects (pieces of clothing toy animals, plastic fruit). For young learners, it is a very useful tool in making the abstract concrete. It is also, useful in teaching prepositions of place (such as on, in, under, next to, in front of). Mime and gesture are useful in defining verbs and other concepts involving movement and action.

Verbal techniques include using illustrative situations, synonymy, opposites, definitions, translation and categories. Translation is a commonly used presentation technique, but it also comes with its own limitations—culturally complex concepts are often difficult to accurately translate. Greenwood (2002) affirms that using definitions to learn new words has two problems. First, definitions do not usually contain enough information for ease of use and understanding. Second, a person must know a word in order to understand the definition.

Using a dictionary is another technique of finding out meanings of unfamiliar words and expressions. Students can make use of a variety of dictionaries: bilingual, monolingual, pictorial and thesauri. As French Allen perceives them, dictionaries are "passports to independence," and using them is one of the student-centered learning activities (1983:83). But according to Greenwood (2002), looking up words or committing definitions to memory leads at best to a superficial understanding and rapid forgetting of words.

Unlike these traditional methods of learning and teaching, in a communicative language teaching (CLT) approach, learners are required to take part in a number of meaningful activities by encouraging them to be a part of the lessons themselves. It encourages students to practice the language they learn in meaningful ways. In a CLT playing vocabulary games is one of the activities which requires students to actively communicate with their classmates, using their own language. This study focuses on this activity. It suggested examples of types of word games to which students may usefully be exposed in the course of their learning. Games aimed at teaching vocabulary which are presented in this thesis are limited by age, for learners in the basic stage.

2.2.3 Games in Teaching Vocabulary

Good learning atmosphere can guide students to learn more and meaningful. It is possible to learn a language as well asenjoy oneself at the same time. One of the best ways of doing this is through games.

Many experts of language teaching agree that playing games is a good way to learn vocabulary. With the use of games, teachers can create various contexts in which students have to use the language to communicate, exchange information and express their own opinions. However, many teachers do not pay attention to the role of using games in teaching. Some believe that they have a secondary role and, thus, use them to fill the last few minutes of the lesson, while others do not use them at all.

The researcher in this study focused on using games in teaching vocabulary and attempt to find an answer to the question " Do games help students learn vocabulary effectively, and if so, how?

According to Lee, " a vocabulary game is one in which the learners' attention is focused mainly on words" (1979:37). In addition to being enjoyable, games refer to rules to be followed. He adds "games have a very clear beginning and ending and they are governed by rules" (1979:3). Hadfield says " A game is an activity with rules, a goal and an element of fun"(1990: 5). Brumfit states, " Games are activities that children naturally and universally engage in" (1994:143).

Having described various definitions of games it is important to provide the particular role games play in vocabulary learning. Games are aimed at having fun during the lessons of English. The aim behind them is to please students, to relax them but still try to keep them involved in a topic taught. Several researchers have shown that games are not just time - filling activities but ones with a great pedagogical value. Lee(1987 :30), for example, states that a game "should not be regarded as a marginal activity filling in odd moments when the teacher and the class have nothing to do" but rather as a central component of any foreign language teaching attempt.

Lee (1996:35) lists several main advantages when games are used in the classroom, including "a welcome break from the usual routine of the language class", "motivating and challenging" "effort of learning", and "language practice in the various skills."

Uberman (1998) affirms the helpful role of games in vocabulary teaching. She compared the use of traditional techniques such as the visual technique, verbal explanation and use of dictionaries with the use of language games for vocabulary presentation and revision. Her results suggest that the use of games for the presentation of new vocabulary is highly effective, enjoyable, and useful. She observed the enthusiasm of her students in learning through games.

Hadfield ,who focuses mainly on communication games, states " The emphasis in the game is on successful communication rather than on correctness of language. Games should be regarded as an integral part of the language syllabus, not as an amusing activity for Friday afternoon or for the end of term" (1990: 5). Moreover, Lewis (1999) claims that the use of instructional games in the English as a foreign language class- room is beneficial because, students often learn in an unconscious, stress - free atmosphere.

Games also provide a means of communication which is very important for students ' development of language. According to Lewis and Bedson:

> **"Playing games is a vital and natural part of growing up and learning . Games add variation to a lesson and increase motivation by providing a plausible incentive to use the target language"** (1999: 5).

Lewis and Bedson point out "You can use language games to introduce new material…, to introduce or practise certain themes, or to relax or energize a class" (1999:6).

Richard – Amato states:

> **"Games are sometimes used in classrooms to develop and reinforce concepts, to add diversion to the regular classroom activities, occasionally they are used to introduce new ideas. Perhaps their most important function, however, is to give practice in communication skills"** (1988: 147).

In general, it can be said that using games has a great effect on teaching foreign languages. It is worth mentioning some of these advantages:

1- Games do not only make foreign language lessons more attractive and enjoyable but also stimulate conversation and discussion. (Hamer, 1996) Playing games are the easiest way to keep children's attention focuses on a certain topic.

2- The game context makes the foreign language immediately useful to children. It brings the target language to life. (Lewis, 1999)

3- Another advantage associated with games is that students' anxiety towards language learning decreases as games are employed. learners become too anxious about being criticized and punished by their teachers when they make a mistake. Games reduce anxiety, increase positive feelings and improve self-confidence because learners do not afraid of punishment or criticism while practicing the target language freely.

When the game is integrated in the lesson, many factors should be taken into account one of which is appropriacy. Teachers should be very careful about choosing games if they want to make them profitable for the learning process "a well chosen game can help the students acquire words correctly and feel that certain words are important and necessary because without those words, the objective of the game cannot be achieved" (Allen, 1983:10).

If games are to bring desired results, they must correspond to the student' s level, or age and to the material that is to be introduced or practiced. As Rixon (1981) states that the choice of the games depends on students' age. Generally, children benefit most from games which require moving around.

Another factor influencing the choice of games is the time necessary for its completion. Many games have a time limit, but according to Siek-

Piskozub (1994) the teacher can either allocate more or less time depending on the students' level, the number of people in a group, or the knowledge of the rules of a game.

Before explaining the rules to the class, the teacher should first understand how the game is played. Especially when working with children. After choosing the game, the teacher should explain its rules to the learners in a direct way. Rixon (1981) affirms that the teachers should make their demonstrations 'as lively and appealing as possible'.

Once the game has begun, the teacher should not interrupt to correct mistakes in language use. According to Celce- Murcia (1979:54), "interruptions should be as in frequent as possible so as not to detract from the student's interest in the game. An alternative to immediate correction is to make note of errors and discuss them when the game is over".

2.2.3 Vocabulary Games Division

Games vary in terms of form, content and techniques of performance Brewster says:

> **"There are different kinds of games which can be grouped under three headings. These headings include those which relate to the overall purpose of the game, the different groupings required to play the game, the resources required or the language items (vocabulary, pronunciation…etc.) or skills (listening, reading, speaking, writing) practised"** (1992:180).

The primary division of games are: code-control and communicative games. The aim of the first type of games is correctness of the language. According to Brewster, " The former aim is to practise new language items and develop accuracy" (1992:180). Repetition without mistakes is a very important element. Therefore drills are the main characteristic. It is advised that when these games are played, the class should be divided into teams.

A good example of a code-control game is a well-known spelling game called **Hangman** or a game called **Ship or Sheep?** where recognition of a sound is the main principle of the game (Rixon,1981). Brewster (1992) gives an example of a game called **I went to the market and I bought**….Students are supposed to remember and repeat as many things bought in the market as they can. The one who remembers the most items is the winner. The purpose of this game is to practise the past tense of the verb **buy** and vocabulary concerning **food.**

The second type is communicative games. It put stress on the absolutely correct form of the language which is spoken. As Hadfield says "Communicative games have a goal or aim that aim is not linguistic: successful completion of the game involves carrying out a task such as

exchanging information, filling in a picture or chart rather than the correct production of language" (1999:4).

The example of such games which is worth mentioning is a game called **Describe and Draw.** There are two people necessary for playing this game. Player 1 has a picture which he describes to player 2. Player two is supposed to follow his/ her partner's instructions and to draw the picture that will be as similar as possible to the version of player1. Player two is not allowed to see the picture of Player one. On the other hand, player 1 can have a look at the picture of player 2 and make comments on his/ her drawings in order to make the picture being drawn comparable to the original. At the end of the game both pictures are compared to see the difference between them. These games are based on giving information and making conversation among pupils.

Hadfield (1999) offers the precise classification of games with respect to teaching vocabulary:

1- Information gap games: there are usually two players here. It is based on a principle that one player has an information the other player is unaware of. To do the task properly the second player has to gain certain information.
2- Guessing games: on the similar basis of the Information gap games. A player keeps some information in his/her mind while the others have to guess it.
3- Search games: the whole class is involved in this type of a game. Each student is given a piece of information. Students must gain as much information as possible to be able to fill in a chart or handle a certain problem.
4- Matching games: based on a principle of matching corresponding pairs of cards or pictures. These games are also possible to be played in pairs or small groups.
5- Labeling games: include matching labels to items in a picture.

Lee (1979) offers, apart from vocabulary games, other games division:

1- Structure games: games providing the use of certain patterns of syntax in communication. Among them are a number of guessing games. For ex- ample, **What is it? Is it….? and Where am I/ are we/ he is?**
2- Vocabulary games: are games where the primary focus is on words. For example, Word-race and Remembering game.
3- Spelling games: These games depend on the visual image of the word, which tends to be photographed on the memory. These games have more variants how they can be played. For example, the teacher provides students with a list of words orally and their task is to find them in a dictionary and copy them.

4- Pronunciation games.

2.2 Review of Related Literature

Although the use of games in EFL classes is still a relatively young issue, an enormous body of literature on using games has been published. The researcher divided this review into two parts; the first part covers the national studies while the second covers the international ones.

The review of related literature has revealed the existence of two camps of researchers: those who enthusiastically vouch for the effectiveness of language games and those who do not advocate using them both in EFL and other subject matter classrooms.

2.2.1 National Studies

Al Nmirat (1995) conducted a study to investigate the **e**ffectiveness of implementing language games in the English language on vocabulary achievement of tenth grade students in the first district of Great Amman. The results showed that: there were significant differences on the achievement of the study sample on English vocabulary that could be attributed to using language games.

Alobaidi (1993) studied the effectiveness of educational games on the reading achievement of 52 Iraqi second grade pupils in four domains of reading; correct reading, speed of reading, comprehension and vocabulary. She taught the experimental group using games and the control group using the traditional methods. She found that using games in teaching positively affected the pupils' reading achievement.

Alfaqih (1995) investigated the effectiveness of using games, as opposed to the traditional method, in teaching Jordanian EFL seventh grade students. The results revealed that there is a statistically significant difference in the students' achievement due to utilizing games.

Al- Sayayda (2003) conducted a study investigating the effect of using language games in teaching English grammar on the tenth grade students in the schools of Al-Qaser Director of Education. The sample consisted of 92 male and female students. The researchers prepared an achievement test of 50 items. The experimental group was taught grammar using language games, whereas the control group was taught the same grammar using the traditional method. The study showed positive progress on the part of the experimental group.

Bataineh and Jaradat (2005)conducted a study investigating the extent to which Jordanian female English teachers use games in their classes. The sample consisted of 150 first through fourth grade female public school English teachers in Irbid First Directorate of Education. Out of the 138 subjects who responded to the questionnaire, 47 subjects were randomly selected to be observed in their classrooms and interviewed

two weeks after they had responded to the questionnaire. The findings revealed that there was no relationship between the teachers' attitudes towards using instructional games and their actual classroom practice. In spite of the fact that the vast majority of the subjects tended to agree concerning the significance of using games in teaching English, they did not always use them in their own classrooms.

2.2.2 International Studies

Dickerson (1975) investigated the effect of using an innovative games approach on the recognition of sight vocabulary words. The subjects were 128 girls and 146 boys in 30 first grades in the District of Columbia public schools. She concluded that games are an extremely viable aid for reinforcing sight vocabulary words in children who have had limited success with more traditional methods of instruction.

Keen (1983) conducted a study to investigate the effectiveness of using games on the spilling performance of third, fourth and fifth grade pupils. The sample was divided into two groups. The treatment lasted for eleven months. The results revealed that there was a significant difference in spelling and vocabulary in favour of the experimental control.

Hug and Chen (1984) designed a program for teaching English as a foreign language. This program was based on language games. The results revealed that using language games as a method of teaching increased the students' acquisition and made them more willing and motivated for learning English.

Miller (1992) conducted a longitudinal study to investigate whether optimal second language acquisition occurs through the playing of games. The effect of using language games, among other methods of instruction, was investigated in three Japanese language classes taught to American university students over a two-year period. Although language games were found to have no significant effect on American college students' overall achievement in Japanese, the classes taught through language games outperformed the control class on all tests by the fourth semester. Besides, the transfer of first language cognitive/academic language proficiency (CALP) to second language acquisition was found to be greater in traditional language classes than in game classes, which suggests that students with less first language CALP can be more successful in game classes by relying on their basic interpersonal comm- unication skills. Her findings further revealed significant differences when combined mean scores for all three classes were compared by semester. to test the hypothesis that ‘‘ optimal second language acquisition occurs through the playing of games ’’. The effect of using games among other methods of instruction, was investigated in three Japanese language classes taught to American university students over a two-year periods. At the end of each

semester the students in all three classes were given an oral interview and a written essay test. The results revealed that the classes taught through educational games outperformed
the control class on all tests by the fourth semester.

Baw (1994) conducted a study to test the effectiveness of games on the improvement of the skills of reading and communication. He used a game of question and answer for teaching higher class students. The results indicate that this game proved to be effective for practicing the skills of reading and speaking in English language. The game also provided an atmosphere of activity for students.

Uberman (1998) compared the use of traditional techniques such as the visual technique, verbal explanation and use of dictionaries with the use of language games for vocabulary presentation and revision. Her results suggest that the use of games for the presentation of new vocabulary is highly effective, enjoyable, and useful in adding variety to presentational techniques.

In Vietnam,the traditional way of learning vocabulary has been found less than effective. Nguyen Thi Huyen and Khuat Thi Nga (2003) conducted action research to find the answer to the question, " Do games help students learn vocabulary effectively, and if so, how?". After collecting data by observing teachers' classes, interviewing teachers and student and from their reflections of applying games in the classes, they have come to some findings that will be helpful for teaching and learning vocabulary. The results are displayed below in two subsections:

1. Students' Expectations

When being asked about the way of learning English vocabulary, most of them said that they just copied new words provided by teachers or looked up words in the dictionary. According to them "It was so boring. We hated learning new words that way!". Most of the learners were willing to join the games.

2. Students' Progress

It was important to know if students made any progress in learning vocabulary through games. Although the study was conducted in a limited period of time. However, students were gradually progressing in English vocabulary and games help them to learn new words and phrases that appear in the games and to recall their existing vocabulary at the same time.

V Olomouc dne (2010) conducted a study describing the important information concerning games aimed at teaching vocabulary. The work concentrates on various ways how vocabulary can be taught and practised through games. It deals with different types of vocabulary games. The study was done at thirteen lower – secondary schools. English teachers at those schools were provided with questionnaires. It was written in the

Czech.It was found out that all the teachers use games during the foreign language lessons. The research showed that the games which students like best are Hangman and Bingo because those games are easy, quick and funny.

Despite the favorable views of using games in the above studies, a number of researchers stand against using them for educational purposes on the grounds that they fail to make a worthwhile contribution to students' achievement worthwhile contribution to students' achievement not only in the language classroom but also in other subjects.

Lewis (1975) investigated the effect of using games as a method of teaching the language usage skills of capitalization and punctuation among other methods of teaching. A sample of 138 American eighth grade students was randomly assigned to six different classes. Each method was employed with two classes. His findings revealed that no significant differences were observed in the students' punctuation and capitalization skills as a result of the teaching method.

Wesolowski (1980) conducted a study to compare the effects of a traditional curriculum and simulation games curriculum on the composition skills of American gifted tenth grade students. Three hypotheses were presented. They were(1) Gifted students who play stimulation games designed to improve critical thinking, will significantly improve their critical thinking (2) Gifted students who play stimulation games will significantly improve their writing (3) Gifted students will value a stimulation game curriculum over their English classroom experiences in the past. He found that gifted students who played stimulation games did not significantly improve their writing or their critical thinking skills.

O'Neill (1980) investigated the effect of using Teams-Games-Tournaments (TGT) on American high school students' achievement in social studies. Four intact freshmen government classes, in a large suburban Atlanta school, were used. Two classes were assigned to treatment and two to control. The results revealed that there were no significant differences between the experimental and control group and games failed to produces significant increases in the academic achievement scores of the student.

Moore (1981) used two mathematical computer games to test if the use of IGs as learning aids increased 143 American university students' achievement and improved their attitude toward mathematics in a university entry-level intermediate algebra course. The results indicated that using IGs did not significantly improve students' achievement in mathematics or their attitudes towards it.

Palm (1983) investigated the effects of the introduction of reading activities and games into the home by trained parents on achievement in and attitudes toward reading by 60 American second, third, and fourth

grade private school pupils. She found that while there was no significant difference in the pupils' reading achievement which can be attributed to the method of instruction, the pupils who participated in the reading games showed a significant difference in their attitude toward reading. Being a member of the IGs group had a significant effect on the pupils who showed a more negative attitude toward reading after the experience.

Kozák, K. (2010) tries to outline the issue concerning using small proportion of games at schools. The author states that playing games develops various competencies. An extensive amount of games develops mainly problem solving competencies. It is because the child must be able to deal with the rules of the game and to select the progress, which will lead to the success.

The games also aim at communicative competencies. In this case the children feel free to utter their opinions within the game. One of the reasons games are not used more frequently is a strong opinion that the game is only fun. The idea a lot of teachers keep is a fact that the school ought to take into account serious learning primarily. Another reason of using a small proportion of games is an erroneous idea that playing games is a waste of time.

The third reason for exploring why a bigger amount of games is not presented in schools is not only the lack of appropriate games but also an insufficient amount of a proper methodology; it means the ability to integrate games into the lesson properly and effectively. The author argues that the teacher ought to be familiar with the particular aim of the game, it means to clearly know the specific goal students should reach when playing the game. The students should clearly be told what particular language pattern/item is to be reached through playing the certain game.

Through reviewing the last studies it can be concluded that these studies differ in the size of the sample, the length of periods, the measurement instruments, the different designs of the studies and the age of the subjects that leads to conflicting results.

Chapter Three
Design and Methodology

3.1 Introduction

This chapter describes the design and procedures of the study. It includes a description of the population of the study, the instrument of the study, validity and the reliability of the instrument, the procedures used for data collection and statistical analysis.

3. 2 Population and Sample of the Study

The population of this study consisted of all the female EFL teachers of the basic stage at the public schools of Tafila Directorate of Education during the second semester of the academic year 2011/2012. All the members of the population (60 teachers) participated in providing the data that were used to answer the research questions of this study. In other words, the entire population of English teachers for the basic stage in the Tafila Directorate were surveyed in this study. The researcher officially obtained data about the population of the study from the Directorate of Education in Tafila. In order to know the characteristics of the study sample, frequencies and percentages were used to determine the relative distribution of the study sample. The following tables show these properties, which include the academic qualification and teaching experience.

Table (1)
The sample distribution according to the qualification

Variable	Degree	Frequencies	Percentages
	Diploma	10	16.7 %
Qualification	Bachelor Degree	43	71.7 %
	Master Degree	7	11.6 %
	Total	60	100 %

Table (1) indicates that the majority of the study sample is 71.7 % for those who had Bachelor degree, followed by 16.7 % for those who had Diploma and the lowest percentage is 11.7 for those who had Master degree.

Table (2)
The sample distribution according to the experience

Variable	Category	Frequencies	Percentages
Experience	1 – 5 years	14	23.3 %
	6 – 10 years	28	46.7 %
	11 years and more	18	30.0 %
	Total	60	100 %

Table (2) shows that most participants in the study sample (46.7 %) had 6 - 10 years experience, came in second class 30.0 % those whose experience is more than 11 years and finally 23.3% for those whose experience ranging from 1-5 years.

3.3 Instrument of the Study

This study was designed as a descriptive study with an aim to explore the beliefs and the attitudes of EFL teachers in Tafila towards the efficacy of using games in teaching vocabulary at the basic stage. A questionnaire was prepared by the researcher in order to collect the data. It was designed to cover all aspects of the study.

Besides informing the subjects about the purpose of the study, the questionnaire consisted of two parts. In part one, the subjects were asked to provide relevant personal data, in part two they were asked to choose one out of five decisions that best showed their opinions about games and their effectiveness in teaching vocabulary to young learners.

The questionnaire was a five-point Likert type scale with five options, namely, 'strongly agree', 'agree', 'undecided', 'disagree' and strongly disagree'. The items in the questionnaire were prepared in light of the relevant literature and research, for example, Lee, 1987; Kim,1995; Lewis, 1999). The highest point in terms of numeric value was point five on the scale, while the lowest was point one. The questionnaire was distributed by the researcher in the second semester of the academic year 2011/2012.

3.4 The Validity of the Instrument

To guarantee the content validity of the questionnaire, the final version was submitted to a jury of specialists in TEFL to examine it and to elicit their views regarding the accuracy of its language and the adequacy of the items indicating whether such items could represent the technique that the researcher intended to investigate: three academics from the The Faculty of Arts at the English Department at Mutah University and two supervisors of English language in Tafila Educational Directorate. Upon the jury's comments and suggestions the items were modified to have its present form.

3.5 Reliability of the Instrument

In order to ensure the reliability of the questionnaire Cronbach Alpha was used to measure the internal consistency of the instrument and Table (3) shows the reliability coefficient results.

Table (3)
Reliability Coefficient (Cronbach Alpha) results

Dimension	Number of Items	Reliability coefficient (Cronbach Alpha)
1.The effectiveness of using games in teaching vocabulary	12	0.96
2. Disadvantages of using language games in teaching	7	0.87
3. Difficulties that teacher could Face in using games in teaching	5	0.85
Total	24	0.90

Table (3) shows that all the study dimensions had appropriate degree of reliability. Reliability coefficient for the three dimensions is 0.90, suggesting that the items have relatively high internal consistency which signifies that the study instrument had a high degree of reliability.

Based on the above results of validity and reliability, it is clear evident that the applicability and reliability of the study instrument to be used. And that it will give credible and reliable results.

3.6 The Procedure of the Study

This study investigated the extent to which English teachers in Tafila use games in their classes and their attitudes toward using them. Reviewing the related literature and studies, the researcher designed a 25 liker-type questionnaire.

The procedures of the study were as follows:

1. Researcher obtained permission from Tafila Directorate of Education to distribute the questionnaire; all information about the population of this study was officially taken from Tafila Directorate of Education.
2. After ensuring the questionnaire's validity and reliability, the researcher herself handed the questionnaire to the teachers in order to

   avoid any misunderstanding and to give a brief idea about the aims of the study to ensure their cooperation by indicating real and actual response.

3. After data collection, it was statically analyzed by using the statistical Package for Social Science (SPSS).
4. Coding the variables of the study in a clear manner and then entering the data into the program.
5. The researcher used a number of statistical procedures, namely:
   a- The Descriptive Statistic Measures to describe the characteristics of the study sample depending on the frequencies and the percentages, and in order to answer the study questions, in addition to find out the relative significance of the study dimensions by using the arithmetic mean and the standard deviation.
   b- The One-way Analysis of Variance to answer the study questions related to the measurement differences between the mean responses for variables with multiple levels of each paragraph of the study tool.

3.7 Statistical Analysis

The answers of the items of the study dimensions were classified according to the Quintet Likert of five answers depending on their digitally weights and the degree of approval as follows:

1.Strongly agree	Represents 5 degrees
2.Agree	Represents 4 degrees
3.Undecided	Represents 3 degrees
4.Disagree	Represents 2 degrees
5.Strongly disagree	Represents 1 degree

For the purpose of this study the mean scores achieved by the study sample were divided into the following categories.

High	Average	Low
(3.5 and more)	(3.49 – 2.5)	(2.49 or less)

Accordingly, if the value of the means of the items is more or equal to (3.5), then the degree of agreement is high, but if the value of the arithmetic mean rang between (2.5-3.49), then the degree of agreement is average, and if the mean is less or equal to (2.49), then the degree of the agreement is low.

Chapter Four
Findings, Discussion and Recommendations

This study aimed at investigating EFL teachers in Tafila Director towards using games in teaching vocabulary to young learners through answering the questions of the study. This chapter deals with and presents the findings of the study after performing statistical analysis on the questionnaires filled by the teachers.

After the administration of the questionnaire, the results obtained from the participants were analyzed, the data were tabulated and the frequencies and percentages for each question were presented. The researcher found the means, standard deviations (Std) and analysis of variance.

4.2: Results related to the first question: ''What are EFL teachers' thoughts about the effectiveness of using games in teaching vocabulary to young learners?''

Table (4)

Means and Standard Deviations for the answers of the study sample to the effectiveness of using games in teaching vocabulary

Rank	Items	Means	Std	Agreement
1.	I believe that games are both fun and full of pedagogical value.	4.80	0.88	high
2.	I believe that games should be given a special role in teaching program.	4.65	0. 98	high
3.	I believe that games present many opp-rtunities to learners to show their skills.	4.46	0.81	high
5.	Using games create a relaxed atmosphere and add variety to regular classroom activities.	4.63	0.45	high
6.	Vocabulary games enable			

	students to acquire the new words faster and easier than the traditional methods.	4.72	0.49	high
7.	Games can bring vocabulary to life in the classroom as they link language with action.	4.33	0.65	high
8.	Vocabulary games encourage, teach and promote fluency.	4.48	0.49	high
9.	Vocabulary games increase the learners' willingness and desire to learn especially for young students.	4.62	0.63	high
10.	Vocabulary games make the reasons for speaking plausible even to reluctant children.	4.65	0.98	high
11.	I believe that games are highly motivating and entertaining way of teaching vocabulary, especially for weak	4.53	0.65	high
12.	Games bring teachers and learners into a more agreeable and intimate relationship.	4.44	0.70	high
13.	Using games encourages co-operative interaction among the learners.	4.33	0.68	high

Table (4) shows that the vast majority of the respondents tended to agree that games are highly motivating, competitive and enjoyable and they facilitate the learning/teaching process, where all the paragraphs in the above table got high estimate.

In details, results show that: most teachers believe that games are motivating and entertaining way of teaching vocabulary, especially for weak students. The cooperation between the group members help weaker learners overcome their stress and motivate them to participate in the game.

Nearly all of the participants agree with the idea that games should be given a special role in the foreign language teaching program.

As shown in the table above, most of the participants are of the same opinion that games provide learners with a chance to show their skills not only in vocabulary, but also in many areas of language.

The results in table (4) are consistent with the findings of the previous local studies such as (Alobaidi 1993; Alfaqih, 1995; Al Nimart, 1995 and Sayayda, 2003) which all emphasized the effectiveness of using games in teaching English language skills and the mastery of vocabulary. Also, it is very clear that these results are supported by the results of the previous foreign studies which stressed the effectiveness of using games in teaching, for example, Keen (1983) and Baw(1994).

4.3 Results related to the third question: ''What are EFL teachers' thoughts about the disadvantages for using vocabulary games in teaching? ''. Means and standard deviations was found as shown in table (5):

Table (5)
Means and Standard Deviations for the answers of the study sample to the disadvantages for using vocabulary games in teaching

Rank	Items	Means	Std	Agreement
14.	Games increase learners' anxiety and fear of learning	2.08	0.78	low
17.	Vocabulary games should be regarded as a supplementary activity and should be played at the end of the lesson.	2.67	0.66	low
18.	I believe that games in general are incompatible with serious education.	2.78	0.74	low
20.	Games' preparation is tedious and time consuming.	3.45	0.88	high
23.	Using games in teaching may distract students' attention from learning.	2.47	0.87	low
24.	Games are only suitable for	2.84	0.56	

	pair or group work.			low
	Total	**2.69**	**0.67**	**medium**

Despite the favorable views of using games, results in table (5) show that some teachers believe that there are a number of disadvantages for using games in teaching. Their responses vary. The total mean of the responses is (2.69) and the standard deviation is(0.67). In details the results show that the mean and standard deviation relate to item (14) is low and paragraphs (17,18, 23 and 24) got low estimate.

A small proportion of teachers think that games should be regarded as a supplementary activity in addition, they do not believe that using games in teaching is incompatible with serious education. Paragraph (23) shows that many responses are against the idea that using games in teaching may district students attention. Instead, it encourages students to learn and motivate them to interact. Paragraph (24) shows that the small number of students in the classroom is not necessary for the successful use of games in teaching. Teachers need to be flexible and able to manage with the available classroom setting. These results indicate that there is a positive attitude towards using games in teaching in spite of the disadvantages. Teachers can avoid such disadvantages with careful preparation and accurate planning.

As it is mentioned in the previous studies, there are some researchers stand against using games in teaching for educational purposes. They say that this technique harms the educational process, waste time, need certain educational materials, high financial coasts and does not make worthwhile contribution to students' achievement in the language classroom. Lewis (1975), Wesolowski (1980) and O'Neill (1981), for example, show in their studies that using games does not significantly contribute to students' achievement in the EFL as well as in other subject matter classrooms.

4.3 Results related to the fourth question: ''What are the difficulties that EFL teachers face in using games in teaching vocabulary? ''.

Means and standard deviations was found as shown in table (6):

Table (6)

Means and Standard Deviations for the answers of the study sample to the difficulties in using vocabulary games in teaching

Rank	**Items**	**Means**	**Std**	**Agreement**
15.	Teachers should be careful about choosing games.	4.68	0.77	high
16.	Sometimes it is difficult to find the appropriate game for teaching vocabulary.	4.20	0.45	high
19.	Using games in lessons causes chaos.	3.22	0.77	medium
21.	It is difficult to keep students' discipline when playing games during the lesson.	2.62	0.87	medium
22.	There is insufficient amount of materials about vocabulary games.	3.66	0.87	high
25.	Using games in teaching requires large rooms and moveable desks.	2.90	0.88	medium
	Total	**3.62**	**0.54**	**high**

Table (6) shows that the general attitude of the study sample towards the difficulties in using vocabulary games in teaching was high, where the total mean was (3.62). In 1details, results show that:

1-A large number of the respondents (items 22 and 25) think that the lack of sufficient materials and classroom resources and furniture such as movable desks all hamper their use of games in teaching. In addition, the majority

(paragraph 15) think that choosing the correct game for a class is not a simple task. Teachers should consider many factors when planning to use a game. Games should be more than just fun. They should keep all of the students involved and interested.

2- Paragraphs (19 and 21) show that disorganization is the major factor which hampers the successful use of games in teaching. Some teachers found it difficult to organize and control their classes when playing games.

4.4 Results related to the fifth question: ‘‘ How often do EFL teachers use games in teaching vocabulary? ’’. To answer this question, frequencies and percentages were found for the responses of the study sample as shown in table (7):

Table (7)

The distribution of the responses of the study sample towards the frequencies of using games in teaching

Responses of the study sample	**Frequencies**	**Percentages**
1. High degree	50	83.4 %
2. Low degree	10	16.6 %
Total	60	100 %

Question five was directed to the participants to reveal how frequent they use games in their EFL classes to teach vocabulary. The results in table (7) above indicate that the majority (83.4) do not use games in teaching frequently as expected and the rest (16.6) do not use them at all.

Although the majority of the participants believe in the pedagogical value of using games in teaching vocabulary, few of them try to use games as much as possible in their classes. One of the reasons for this is that there is a very limited time and a strict schedule to study all the content and material; so it is not easy to incorporate games into the class.

In addition, many teachers find it difficult to find the appropriate game for teaching some vocabulary. Another reason is a strong opinion that games are only fun. A lot of teachers believe that schools ought to take into account serious learning primarily, some consider playing games is just a waste of time.

The third reason exploring why a bigger amount of games is not presented in schools is not only the lack of appropriate games but also the crowded classroom environments and the heavy load of the curriculum.

4.4 Results related to the sixth question: ‘‘ Is there a statistical significant difference in using games in teaching vocabulary due to qualification and experience?’’.

Firstly: differences due to qualification

Analysis of variance (ANOVA) was used to find out if there was a significant differences in the responses of the study sample due to qualification. Table (8) shows the analysis of variance:

Table (8)

ANOVA- Results about the effects of qualification on the sftudy sample’s respondents towards using games in teaching vocabulary

No.	Dimensions	Qualification	Means	F Value	Statistical Significance
1.	The pedagogical value of using games in teaching vocabulary	Diploma Bachelor Master	604. 704. 4.76	0.80	0.44
2.	The effectiveness of using games in teaching vocabulary	Diploma Bachelor Master	3.48 3.55 3.98	3.33	60.0
3.	The disadvantages for using games in teaching vocabulary	Diploma Bachelor Master	3.10 2.90 2.95	0.28	0.75
4.	The difficulties in using games in teaching vocabulary	Diploma Bachelor Master	4.81 4.40 4.46	4.46	10.0

- Difference is significant at the level ($\alpha \leq 0.05$)

The results in table (8) show the following:

1-Ther are not statically significant differences at ($\alpha < 0.05$) on the dimension

The pedagogical value in using games in teaching , where the value of F is

(0.80). Therefore, the sample’s respondents are equal.

2- There are not statically significant differences at ($\alpha < 0.05$) on the dimension

The effectiveness of using games in teaching vocabulary, where F value is

(3.33).
3. There are not statically significant differences at (α < 0.05) on the dimension
The disadvantages for using games in teaching vocabulary '', where F value is
(0.28) . Therefore, the sample's respondents are equal.
4. There are statically significant differences at (α < 0.05) on the dimension ''The
difficulties in using games in teaching vocabulary'', where F value is (4.46). It
can be noticed that the differences were in favor of teachers having Diploma
who score the highest mean.

Secondly: Differences due to experience
Analysis of variance (ANOVA) was used to find out if there was a significant difference due to experience as shown in table (9) :

Table (9)
ANOVA- Results about the effects of experience on the study sample's respondents towards using games in teaching vocabulary

No.	Dimensions	Years	Means	F Value	Statistical Significance
1.	The pedagogical value of using games in teaching vocabulary	1- 5 6- 10 11 and more	4.52 4.69 4.64	1.13	0.33
2.	The effectiveness of using games in teaching vocabulary	1- 5 6- 10 11 and more	4.23 4.56 4.53	1.34	270.
3.	The disadvantages for using games in teaching vocabulary	1- 5 6- 10 11 and more	3.74 3.66 3.45	81.3	60.2
4.	The difficulties in using games in teaching vocabulary	1- 5 6- 10 11 and more	173. 92.2 87.2	3.26	040.

- Difference is significant at the level ($\alpha \leq 0.05$)

The results in table (9) above show that there are not statistically significant differences at (α < 0.05) on the first, second and the third dimensions.

All the sample's respondents to these dimensions are equal. On the other hand, there is a statistically significant difference at ($\alpha < 0.05$) on the fourth dimension in favor of teachers whose experience ranging from (1-5) years. They got the highest mean score which means that they have some difficulties more than other teachers in using games in teaching because of lack of experience.

4.2 Conclusion

Vocabulary teaching forms the foundation of second language learning. Thus, it is important that teachers should use more new techniques rather than using the traditional ones that tend to focus on individual words or on memorization of bilingual lists. Although some English teachers see language games as time consumers or classroom techniques for fun, games have a special role in any foreign language teaching program.

using language games in teaching vocabulary holds great promise for becoming a powerful instructional tool that increases students' engagement in learning, enhances their comprehension, and improves their language skills. The primary purpose of this study was to explore the effectiveness of using games in teaching vocabulary to young learners from the view points of EFL teachers in Tafila who work in primary schools. Many sources, including the ones quoted in this work, list the advantages of the use of games in foreign language classrooms. Games are important as Gunn and McCallum (2005) express that games are another way to help students learn. As the findings of this study show, according to the teachers, games are an important and a necessary part of language teaching/ learning.

As mentioned several times in this study, games are one of the best ways to direct young learners' energy into language learning because young learners like to be physically active; moreover, they are imaginative and creative and they learn subconsciously. However, for a game to become pedagogically successful, it is important that teachers should be aware of their roles and all the other factors affecting the success of a game such as making the necessary preparations about the game, organizing the class, and running the activity as smoothly as possible.

In conclusion, a close examination of the results indicates that although the majority of EFL teachers in Tafila Directorate recognize the pedagogical value of using games in their classrooms and agree that using games is effective in vocabulary teaching especially for young learners, they do not use games as frequently as expected. Most of the participants express that this because of the crowded classroom environments. They believe that using games in teaching require special equipments and need careful preparation. But with accurate planning and information passed

onto the teachers, this problem should be dealt with to secure the benefits of games in the foreign language classroom.

Based on the researcher investigation several conclusions are drawn and a number of recommendations are put forward:

1. Games do not only make foreign language lessons more attractive and enjoyable but also stimulate students conversation and discussion.
2. Using games creates democratic atmosphere of leaning and makes the classroom more active and alive.
3. Games give students chances to express themselves and prove their position as active members in the classroom.
4. It is time for stopping the traditional methods which concentrate on the teacher and giving the chance for the new methods that concentrate on the learner.

6.Games provide language practice in the various skills- speaking, writing, listening and reading.

4.3 Recommendations

In light of the results of the study, the researcher recommends the following:

1-There should be more comprehensive English courses for teachers about the effectiveness of using games in teaching English vocabulary.

2- to prepare a guide book about using games in teaching English vocabulary and distribute it among teachers to encourage them to use to games in their classes.

3.Teachers should familiarize themselves with more efficient methods in teaching and should be prepared to change the traditional ones.

4.To get the best results from using games in teaching E F L, the researcher recommends that teachers ought to be familiar with the particular aims of the game, it means to clearly know the specific goal students should reach when playing the game.

5. Finally, the researcher recommends to conduct more studies to investigate the effectiveness of using language games on students' achievement in different language skills such as reading, listening and speaking.

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Appendix (I)

Teachers' Questionnaire

Dear sir,

The researcher intends to investigate the efficiency role of using games in teaching English vocabulary at the basic stage. You are kindly requested to provide any modifications or additions that you seen necessary to guarantee the validity of this instrument.

Your cooperation is highly appreciated

The supervisor
Dr. Juma' Njadat

The researcher
Alaa' Dawdyah

Teacher's Questionnaire

The purpose of this questionnaire is to collect data that would help the researcher explore attitudes among English language teachers towards using games in teaching in teaching English vocabulary at the basic stage. The questionnaire consists of two:

1.Part one: Personal details.

2.Part two: Statements about games and their effectiveness in teaching vocabulary at the basic stage.

You are kindly asked to provide relevant personal details in part one and to assess each of the items on a five-point scale by choosing the item that you may think represents your opinion.Please note that the information you provide will only be used for the purpose of academic research. Feel free to give any recommendation and suggestions.

Your cooperation is highly appreciated.

The researcher:
Alaa' Dawodyah

Part 1: Personal Information

- Qualification:

1. Diploma
2. Bachelor Degree
3. Master Degree

- Experience:

1. 1- 5 years
2. 6- 10 years
3. 11 years and more

Part 2:

For each of the following items in the table below, please tick the item that best shows your attitude toward using games in teaching vocabulary at the basic stage.

The Effectiveness of Using Vocabulary Games in Teaching Young Learners	**Strongly agree**	**Agree**	**Undecided**	**Disagree**	**Strongly disagree**
1. I believe that games are both fun and full of Pedagogical value.					
2. I believe that games should be given a special role in a foreign language teaching programme.					
3. I believe that games present many opportunities to learners to show their skills.					
4. I use games in my class as much as possible.					
5. Using games create a relaxed atmosphere and add variety to regular classroom activities.					
6.Vocabulary games enable students to acquire the new words faster and easier than the traditional methods.					
7. Games can bring vocabulary to life in the classroom as they link language with action.					
8. Vocabulary games encourage, teach and promote fluency.					
9. Vocabulary games increase the learners' willingness and desire to learn especially for young students.					
10. Vocabulary games make the reasons for speaking plausible even to reluctant children.					
11.I believe that games are highly motivating and entertaining way of teaching vocabulary , especially for weak students.					
12. Games bring teachers and learners into a more agreeable and intimate relationship.					
13.Using games encourages co-operative interaction among the learners.					
14. Games increase learners' anxiety and fear of learning					

15. Teachers should be careful about choosing games.					
16. Sometimes it is difficult to find the approp- riate game for teaching vocabulary.					
17. Vocabulary games should be regarded as a supplementary activity and should be played at the end of the lesson.					
18.I believe that games in general are incmp -atible with serious education.					
19. Using games in lessons causes chaos .					
20. Games' preparation is tedious and time – consuming.					
21. It is difficult to keep the students' discipline when playing games during the lesson.					
22. There is not a sufficient amount of materials about Vocabulary games.					
23. Using games in teaching may distract students' attention from learning.					
24. Games are only suitable for pair or group work.					
25. Using games in teaching requires large rooms and moveable desks.					

B.. What are your suggestions and recommendations to improve the strategies for teaching vocabulary?

1)…………………………………………………………………...

2)…………………………………………………………………...

3)…………………………………………………………………...

4)…………………………………………………………………..

المعلومات الشخصية

الاسم: آلاء محمد داودية

الكلية: الآداب

التخصص: لغة إنجليزية / اللغويات التتطبيقة

السنة: 2013